

GRADES 11-12

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.ⁱ*

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

11-12.RN.1: Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

Indiana Academic Standards	Updated
11-12.RL.1: Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.	11-12.RL.1.a.1: Read a variety of grade-level appropriate literature.
	11-12.RL.1.a.2: Comprehend a variety of grade-level appropriate literature.
11-12.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	11-12.RL.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
	11-12.RL.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.

Indiana Academic Standards	Updated
11-12.RL.2.2: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	11-12.RL.2.2.a.1: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
	11-12.RL.2.2.a.2: Analyze how themes and central ideas emerge and are shaped and refined by specific details.
11-12.RL.2.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (<i>e.g., where a story is set, how the action is ordered, how the characters are introduced and developed</i>).	11-12.RL.2.3.a.1: Analyze how dynamic characters (<i>e.g., those with multiple or conflicting motivations</i>) develop over the course of a text and interact with other characters.
	11-12.RL.2.3.a.2: Analyze how dynamic characters (<i>e.g., those with multiple or conflicting motivations</i>) advance the plot or develop the theme.
11-12.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (<i>e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution</i>) contribute to its overall structure and meaning as well as its aesthetic impact.	11-12.RL.3.1.a.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (<i>e.g., parallel episodes</i>), and manipulate time (<i>e.g., pacing, flashbacks</i>) create such effects as mystery, tension, or surprise.
11-12.RL.3.2: Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (<i>e.g., satire, sarcasm, irony, or understatement</i>) in order to understand the point of view.	11-12.RL.3.2.a.1: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (<i>e.g., created through the use of dramatic irony</i>).
11-12.RL.4.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.	11-12.RL.4.1.a.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.
11-12.RL.4.2: Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.	11-12.RL.4.2.a.1: Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

11-12.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

Indiana Academic Standards	Updated
11-12.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.	11-12.RN.1.a.1: Read a variety of nonfiction texts.
	11-12.RN.1.a.2: Comprehend a variety of nonfiction texts.
11-12.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	11-12.RN.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
	11-12.RN.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.
11-12.RN.2.2: Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.	11-12.RN.2.2.a.1: Analyze in detail the development of two or more central ideas over the course of a text.
	11-12.RN.2.2.a.2: Analyze how central ideas interact and build on one another to provide a complex analysis.
11-12.RN.2.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.	11-12.RN.2.3.a.1: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, and how they are introduced and developed.

Indiana Academic Standards	Updated
	11-12.RN.2.3.a.2: Analyze connections that are drawn between a series of ideas or events.
11-12.RN.3.2: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	11-12.RN.3.2.a.1: Analyze in detail how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text.
	11-12.RN.3.2.a.2: Analyze in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
11-12.RN.3.3: Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (<i>e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims</i>), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	11-12.RN.3.3.a.1: Determine an author's perspective or purpose in a text.
	11-12.RN.3.3.a.2: Analyze how an author uses rhetoric to advance that perspective or purpose.
11-12.RN.4.1: Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11-12.RN.4.1.a.1: Delineate and evaluate the argument and specific claims in a text.
	11-12.RN.4.1.a.2: Assess whether the reasoning is valid and the evidence is relevant and sufficient.
	11-12.RN.4.1.a.3: Identify false statements and fallacious reasoning.
11-12.RN.4.2: Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	11-12.RN.4.2.a.1: Analyze various accounts of a subject told in different mediums (<i>e.g., a person's life story in both print and multimedia</i>), determining which details are emphasized in each account.
11-12.RN.4.3: Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	11-12.RN.4.3.a.1: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

11-12.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Indiana Academic Standards	Updated
11-12.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12.RV.1.a.1: Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
11-12.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	11-12.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.
11-12.RV.2.3: Analyze nuances in the meaning of words with similar denotations.	11-12.RV.2.3.a.2: Identify words with similar denotations.
	11-12.RV.2.3.a.3: Analyze nuances in the meaning of words with similar denotations.
11-12.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).	11-12.RV.2.4.a.1: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).
11-12.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	11-12.RV.2.5.a.1: Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	11-12.RV.2.5.a.2: Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
	11-12.RV.2.5.a.3: Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.

Indiana Academic Standards	Updated
11-12.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (<i>e.g., imagery, allegory, and symbolism</i>) on meaning and tone (<i>e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone</i>).	11-12.RV.3.1.a.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.
	11-12.RV.3.1.a.2: Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings as used in a literary text.
11-12.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.	11-12.RV.3.2.a.1: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
	11-12.RV.3.2.a.2: Evaluate the effectiveness of specific word choices on meaning and tone (<i>e.g., how the language of a court opinion differs from that of a newspaper</i>) in a nonfiction text.
11-12.RV.3.3: Interpret figures of speech (<i>e.g., paradox</i>) in context and analyze their role in the text.	11-12.RV.3.3.a.1: Interpret figures of speech (<i>e.g., paradox</i>) in context.
	11-12.RV.3.3.a.2: Analyze the role of figures of speech in the text.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.ⁱⁱ*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

11-12.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Indiana Academic Standards	Content Connectors
11-12.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	11-12.W.1.a.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences.
	11-12.W.1.a.2: Apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction text.
11-12.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Use effective transitions as well as varied syntax to link the major sections of 	11-12.W.3.1.a.1: Introduce precise claims and distinguish them from counter claims in argumentative writing.
	11-12.W.3.1.a.2: Develop claims and counterclaims giving evidence for each, including strengths and limitations in argumentative writing.
	11-12.W.3.1.a.3: Use effective transitions to link the major sections of the text between claims and counterclaims.

<p>the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> Establish and maintain a consistent style and tone appropriate to purpose and audience. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>11-12.W.3.1.a.4: Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>11-12.W.3.1.a.5: Provide a concluding statement or paragraph that follows from and supports the argument presented.</p> <p>11-12.W.3.1.a.6: Write arguments in a variety of formats.</p>
<p>11-12.W.3.2: Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., figures, tables</i>), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience. Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). 	<p>11-12.W.3.2.a.1: Introduce a topic in informative compositions.</p> <p>11-12.W.3.2.a.2: Organize complex ideas, concepts, and information to make important connections and distinctions in informative compositions (<i>e.g. including formatting, graphics, and multimedia to aid comprehension in informative compositions</i>).</p> <p>11-12.W.3.2.a.3: Develop the topic with relevant facts, definitions, concrete details, quotations, and other information and examples appropriate to the audience’s knowledge of the topic in informative compositions.</p> <p>11-12.W.3.2.a.4: Use appropriate and varied transitions to link the major sections of the text among complex ideas and concepts in informative compositions.</p> <p>11-12.W.3.2.a.5: Choose language and content-specific vocabulary to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy in informative compositions.</p> <p>11-12.W.3.2.a.6: Maintain a consistent style appropriate to the purpose and audience in informative compositions.</p> <p>11-12.W.3.2.a.7: Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.</p> <p>11-12.W.3.2.a.8: Write informative compositions on a variety of topics.</p>

<p>11-12.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (<i>e.g., a sense of mystery, suspense, growth, or resolution</i>). ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>11-12.W.3.3.a.1: Engage and orient the reader by setting out a problem, situation, or observation in narrative compositions.</p> <p>11-12.W.3.3.a.2: Establish one or more points of view and introduce a narrator and/or characters in narrative compositions.</p> <p>11-12.W.3.3.a.3: Create a smooth progression of experiences or events in narrative compositions.</p> <p>11-12.W.3.3.a.4: Use narrative techniques to develop experiences, events, and/or characters in narrative compositions.</p> <p>11-12.W.3.3.a.5: Sequence events so they build on one another to create a coherent whole in narrative compositions.</p> <p>11-12.W.3.3.a.6: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters in narrative compositions.</p> <p>11-12.W.3.3.a.7: Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>11-12.W.3.3.a.8: Write narrative compositions in a variety of forms.</p>
<p>11-12.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. ● Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	<p>11-12.W.4.a.1: Plan, draft, develop, revise, and rewrite to focus on the most significant information for a specific purpose and audience.</p> <p>11-12.W.4.a.2: Edit to produce and strengthen writing that is clear and coherent.</p> <p>11-12.W.4.a.3: Use technology to generate, produce, publish, and update individual or shared writing products.</p>

<p>11-12.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the strengths and limitations of each source in terms of the task, purpose, and audience. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and overreliance on any one source and follow a standard format (<i>e.g., MLA, APA</i>) for citation. ● Present information, choosing from a variety of formats. 	<p>11-12.W.5.a.1: Formulate an inquiry question, and refine and narrow the focus as research evolves.</p>
	<p>11-12.W.5.a.2: Gather and annotate relevant information from multiple authoritative sources.</p>
	<p>11-12.W.5.a.3: Assess the usefulness of each source in answering the research question.</p>
	<p>11-12.W.5.a.4: Synthesize and integrate information into the text to maintain the flow of ideas.</p>
	<p>11-12.W.5.a.5: Avoid plagiarism and overreliance on any one source and follow a standard format (<i>e.g. MLA, APA</i>) for citation.</p>
	<p>11-12.W.5.a.6: Present information, choosing from a variety formats.</p>

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.ⁱⁱⁱ*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

11-12.SL.1: Listen actively and adjust the use of spoken language (*e.g., conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Indiana Academic Standards	Content Connectors
11-12.SL.1: Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	
11-12.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	11-12.SL.2.1.a.1: Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.
	11-12.SL.2.1.a.2: Summarize points of agreement and disagreement within a discussion on a given topic or text.
	11-12.SL.2.1.a.3: Use evidence and reasoning presented in discussion on a topic or text to make new connections with own view or understanding.
	11-12.SL.2.1.a.4: Work with peers to set rules for collegial discussions and decision-making.
	11-12.SL.2.1.a.5: Actively seek the ideas or opinions of others in a discussion on a given topic or text.
	11-12.SL.2.1.a.6: Engage appropriately in discussion with others who have a diverse or divergent perspective.
11-12.SL.2.2: Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.	

Indiana Academic Standards	Content Connectors
11-12.SL.2.3: Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	11-12.SL.2.3.a.1: Work with peers to set rules for collegial discussions and decision-making.
11-12.SL.2.4: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	11-12.SL.2.4.a.1: Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.
	11-12.SL.2.4.a.2: Actively seek the ideas or opinions of others in a discussion on a given topic or text.
11-12.SL.2.5: Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.	11-12.SL.2.5.a.1: Summarize points of agreement and disagreement within a discussion on a given topic or text.
	11-12.SL.2.5.a.2: Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
	11-12.SL.2.5.a.3: Engage appropriately in discussion with others who have a diverse or divergent perspective.
11-12.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (<i>e.g., visually, quantitatively, orally</i>) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	11-12.SL.3.1.a.1: Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
11-12.SL.3.2: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	11-12.SL.3.2.a.1: Determine the speaker's point of view or purpose in a text.
	11-12.SL.3.2.a.2: Determine what arguments the speaker makes.
	11-12.SL.3.2.a.3: Evaluate the evidence used to make the argument.
	11-12.SL.3.2.a.4: Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning, or exaggeration.
11-12.SL.4.1: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	11-12.SL.4.1.a.1: Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.
11-12.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (<i>e.g., textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance understanding of findings, reasoning, and evidence.	11-12.SL.4.2.a.1: Report on a topic using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.^{iv}*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

11-12.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Indiana Academic Standards	Content Connectors
11-12.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	11-12.ML.1.a.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
11-12.ML.2.1: Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.	11-12.ML.2.1.a.1: Analyze how media include or exclude information from visual messages to achieve a desired result.
	11-12.ML.2.1.a.2: Analyze how media include or exclude information from verbal messages to achieve a desired result.
11-12.ML.2.2: Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.	11-12.ML.2.2.a.1: Interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
	11-12.ML.2.2.a.2: Analyze the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.

ⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.